

Leveraging Local Continuous Improvement Efforts to Accelerate Improvement for Students with IEPs

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PUBLIC INSTRUCTION
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Welcome

- Update/Overview on Joint Federal Notifications
- Overview of Wisconsin Continuous Improvement Process - rubric and DIJ
- RPIC example and UDL examples
- Examples of “linked” plans - thoughts?



Federal Identifications: Focus on Responsiveness to Needs

Individuals with Disabilities Education Act District Level



LEA Determinations
(compliance/results)

Racial Disproportionality
(identification, placement, discipline)

Every Student Succeeds Act School Level



Targeted Support (subgroups)

Additional Targeted Support (subgroups)

Comprehensive Support
(all students/school)



IDEA - LEA Determinations

IDEA LEA Determinations -

- Compliance indicators
- Results indicators - graduation, math/reading proficiency, participation
- Moved from 90% compliance-10% results
- This year will move to 50/50 compliance/results
- Year 1 (watch year) and Year 2 identifications
- District-level identifications



IDEA - Racial Disproportionality

- Overrepresentation of certain racial groups in special education (more than twice as likely or 2.0 risk ratio)
- Identification/Placement/Discipline
- Cell group size of 10/30 - often excludes smaller districts who may have gaps
- Set aside 15% CCEIS funds to address root cause of disproportionality
- District-level identifications



ESSA - CSI, ATSI, TSI

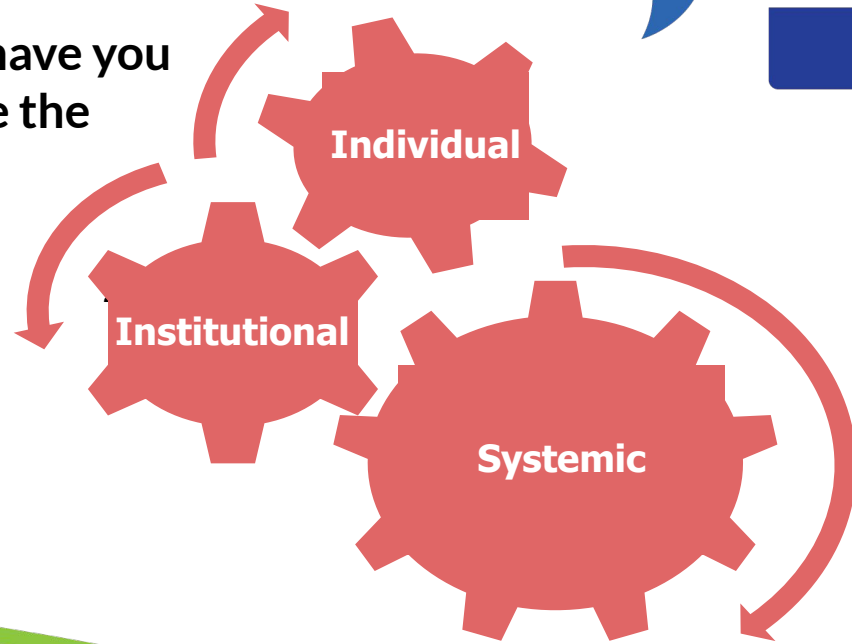
- Achievement, Growth, Graduation, Attendance, EL progress
- CSI - bottom 5% of low performance, low graduation rate - all students in a school, (identifications every 3 years)
- TSI/ATSI - student groups in bottom 10% of performance,
- Some overlap to metrics used in Accountability State Report Cards
- School-level identifications



Reflections Break

Turn and talk:

- In your educational role, what have you done to interrupt or perpetuate the patterns of inequity?



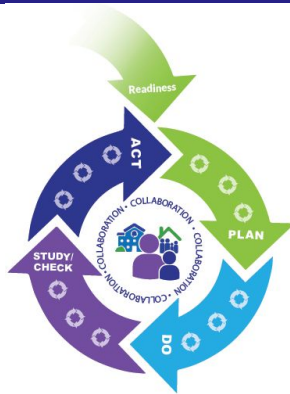
Vision for Continuous Improvement

ESEA improvement plan for
focus and/or priority schools

IDEA improvement plan(s)

Educator Effectiveness
(SLO and PPG)

School and district
improvement plans



Continuous improvement of
adult practices to improve
student outcomes



Continuous Improvement Process: Evolution of the Work



SISEP Partnership

TI/SpEd teams engage in capacity building in partnership with SISEP



Team Coordination

TI/SpEd Teams begin coordinating efforts to align continuous improvement process



System of Supports

TI/SpEd Teams broaden coordination to include EE, and work to align system of supports for continuous improvement



Federal Identifications

WI Schools/Districts identified under IDEA and/or ESSA required to engage in and submit plan for continuous improvement



Implementation of CI

WI Schools/Districts identified under IDEA and/or ESSA implement plans for continuous improvement; DPI implements supports for continuous improvement



Joint Federal Notification Packet

*Joint Federal Notifications Packet
for ALL districts... Why?*

*Continuous Improvement at
ALL levels... Why?*

*“Linked” Continuous
Improvement Planning across
IDEA/ESSA... Why?*



ESSA - TSI

What is the largest subgroup identified by service group: EL students, low income, students with disabilities? (86%)



ESSA - TSI

What is the largest subgroup by race? (54%)



ESSA - ATSI

Black - 53%

Students with IEPs - 45%

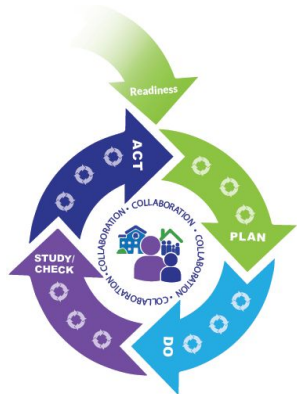
Hispanic - 1%

Asian 1%



Wisconsin's Continuous Improvement Process

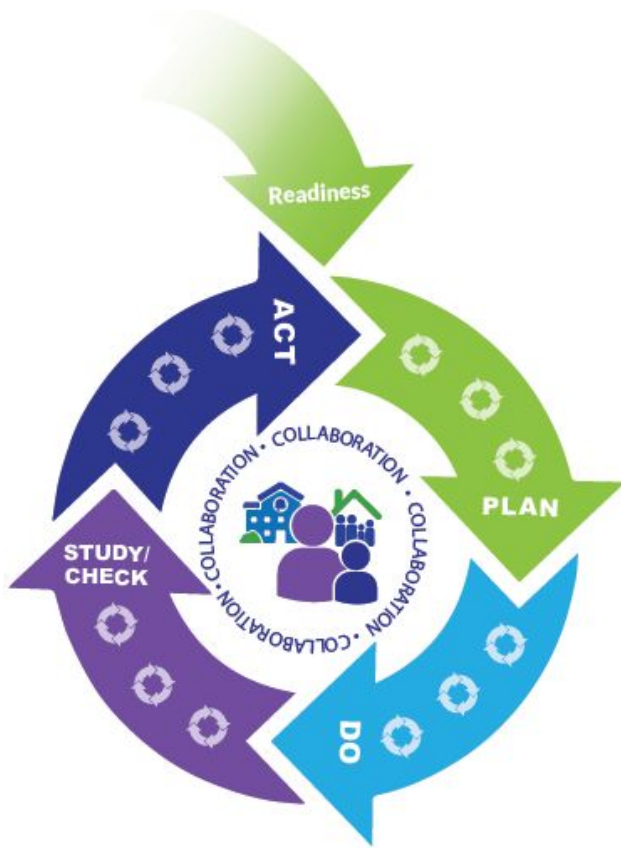
Wisconsin Department of Public Instruction



Continuous Improvement Process
Criteria and Rubric



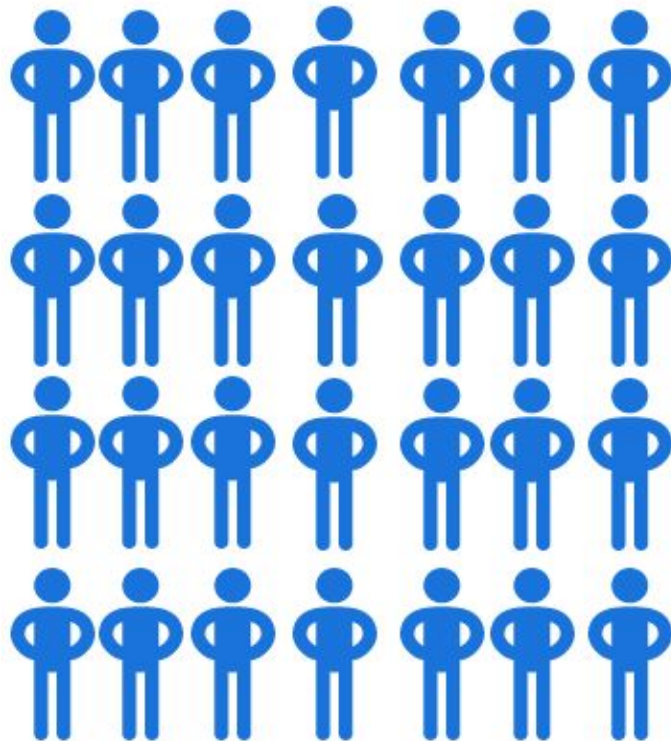
Continuous Improvement Process



IS	IS NOT
<ul style="list-style-type: none">● Ongoing way of work● Strategic● Informed by data● Used by teams● Focused on the system and adult practices	<ul style="list-style-type: none">● An initiative● Directive● Personally driven● Used in a silo● Focused solely on student outcomes

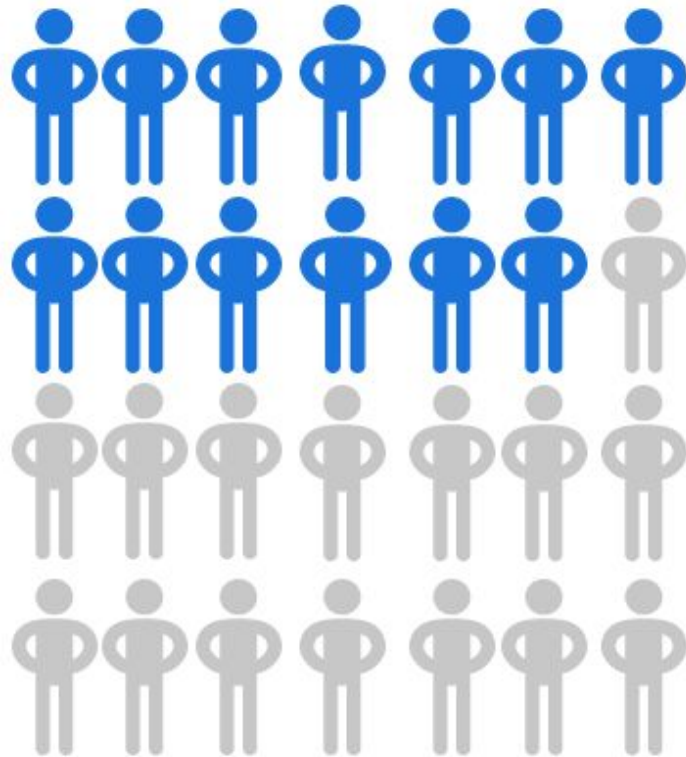
Student - Level View:

- ❑ 28 students not receiving special education services



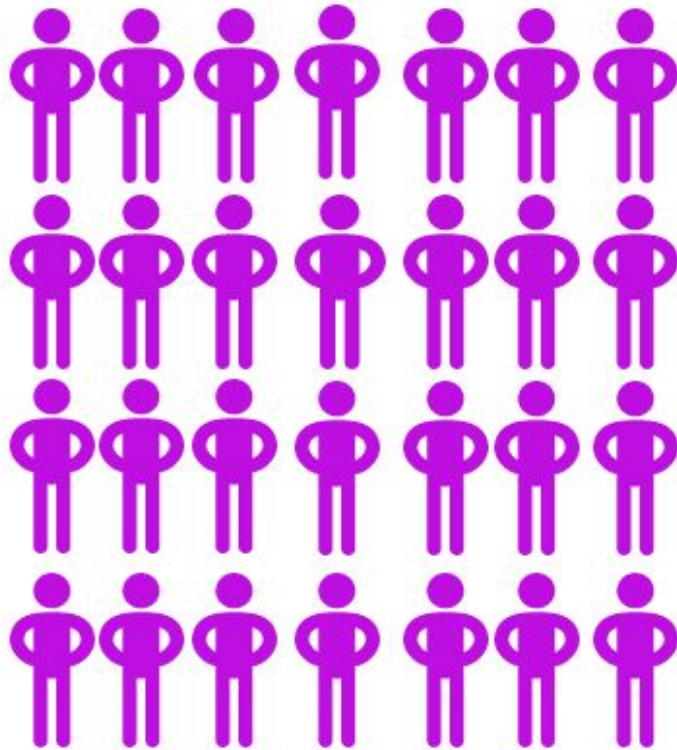
Student - Level View:

Less than half of the students are
proficient in English language arts
and mathematics statewide in
Wisconsin.
(13 out of 28 students)



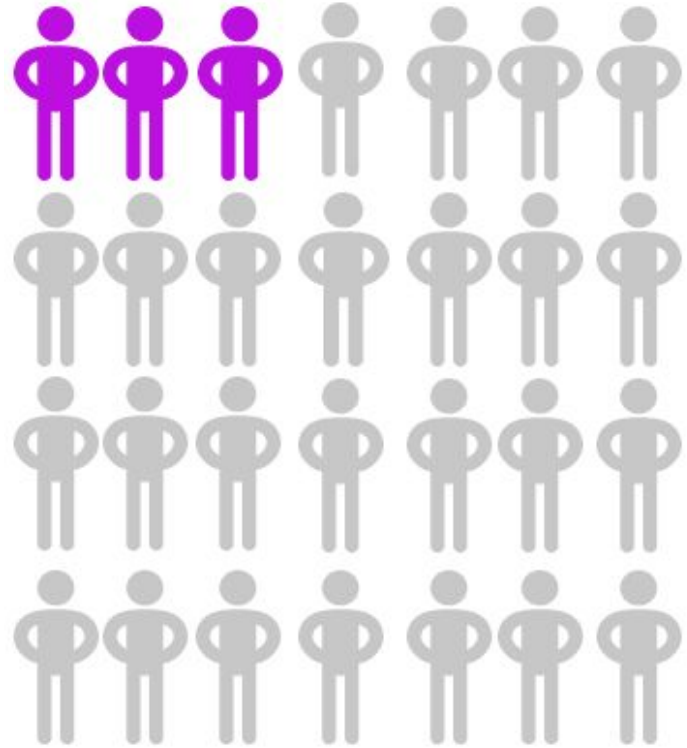
Student - Level View:

- ❑ 28 students receiving special education services



Student Level View:

- ❑ 28 Students receiving special education services
- ❑ 10% (3) of students will demonstrate proficiency in English language arts (ELA) & math



Reflections

Turn and talk:

- Based on the “student-level view” data, what needs to change system to support:
 - all students?
 - students with IEPs?
- In your school/district, how do students of color with IEPs experience general and special education differently, as compared to their white peers?
- What strategies help to center the assets of underserved students, families, and communities and reject deficit thinking?



Let's take a deeper look at the rubric...

At your table, discuss:

In your experience, what parts of the criterion are easy for districts... difficult for districts... points of transformation...

- Accomplished** Team engages in a needs assessment through data and practice inquiry process, reviewing all of the following:
- Quantitative interim and summative student data, including disaggregated data for relevant student groups
 - Qualitative data
 - Educator practice data
 - Root cause analysis
 - All relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.)
- Team focuses on assets, funds of knowledge and successes in addition to gaps and deficits.
- Team identifies and prioritizes needs based on needs assessment.
- Team summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy-to-understand and accessible (including native languages of stakeholders) format.

Data Inquiry Process is...

Part 1
Student Data
Inquiry

Part 2
Practices
Inquiry

Part 3
Improvement
Plan

...a foundation for continuous improvement based on
[Wisconsin's Continuous Improvement Process Criteria and Rubric](#)

PART 1 - student data inquiry (achievement, engagement and perceptions)

PART 2 - practices inquiry (instructional and leadership) informed by root cause analysis

PART 3 - informing and leading to development of a continuous improvement action plan with multiple PDSA cycles of monitoring with adjustment and plans for sustainability

Data Inquiry Process...

- utilizes the Continuous Improvement Process Criteria & Rubric
- utilizes the equitable MLSS framework in root cause analysis
- shapes practices inquiry and provides connections to the other PDSA tools
- fosters collaboration
- links CIP resources and tools within OER repository (WISElearn)
- Meets the [ESSA/IDEA Legal Requirements](#)



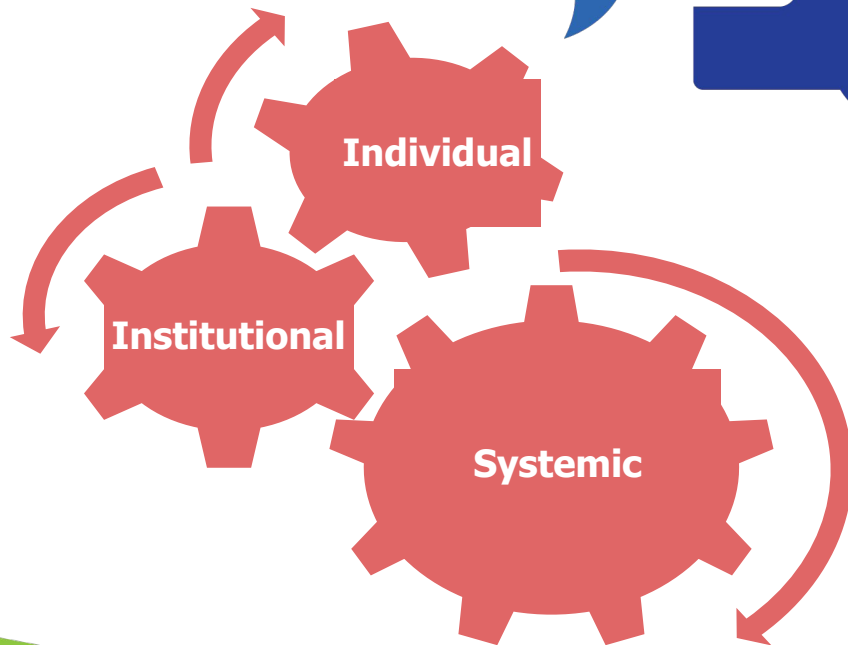
Reflections Break

Turn and talk:

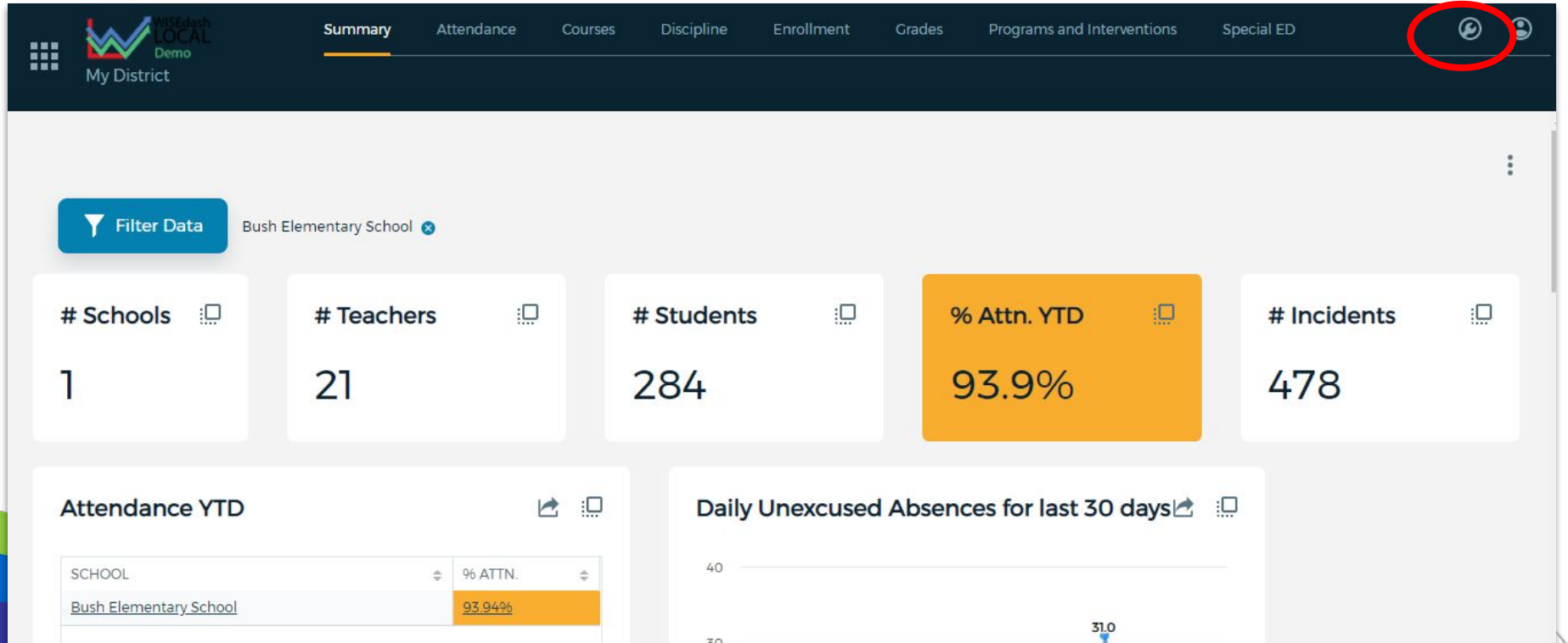
- What has surprised you on how systems have positively and negatively impacted certain groups of students?

min

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WISEdash for Districts



Data Inquiry Journal (DIJ) - Demo

Forms Manager

Demo EIMAC

Eimac Demo



PART 1

Needs Assessment: Student Data Inquiry

Part 2

Needs Assessment: Practices Inquiry

PART 3

Summary and Improvement Plan

Needs Assessment: Student Data Inquiry



It is advisable that Part I, Student Data Inquiry, begin after preliminary findings indicate potential areas of concern that warrant further investigation. In some cases, needs may be identified through external accountability. Following the process of Student Data Inquiry to explore preliminary findings will lead to identifying replicable successes, critical priorities and likely root causes contributing to student outcomes. This inquiry provides the foundation for follow-up Practices Inquiry (Part 2) and subsequent Improvement Planning (Part 3).

+ Focus

+ Question



Reflections Break - Why inclusion?

- Share one success with inclusion of students with IEPs with a partner
- Share one challenge with inclusion of students with IEPs with a partner



[Video overview](#)



Where can I start? NIRN - Hexagon Tool

Hexagon Tool

- Understand how new programs fit into your existing site
- Selecting new programs for your district



Research to Practice Inclusive Communities (RPIC)

RPIC: District-wide continuous improvement

- Leading for equity
- Using data to improve student outcomes
- Transforming teaching and learning

Project Objectives:

1. Districts will **use the PLC framework** to install and develop internal teams that support both internal and external partnerships ensuring a consistent approach for collaborative decision making that will lead to improved outcomes for each and every student (read more about this objective in our [Logic Model](#)).

2. Districts will **ensure that educational environments are accessible, inclusive, and equitable** for each and every student, by implementing sustainable ILC teams across all age bands leading to improved outcomes for each and every student, with measurable improvement for students from underperforming subgroups (read more about this objective in our [Logic Model](#)).



No grant, No problem!

- [Practice Profile](#)
- [Participate Independently](#)

“Over the next five years, the RPIC grant will help our district expand inclusive communities through the PLC process, by utilizing universal design, advancing our teaching practices through collaboration and co-teaching, implementing multiple levels of support, and creating learning spaces that support, honor, and celebrate each and every learner.”

- Participating District, 2018



Universal Design for Learning (UDL)

[CAST.org](https://www.cast.org)

[UDL Intro video](#)

[DPI UDL webpage](#)



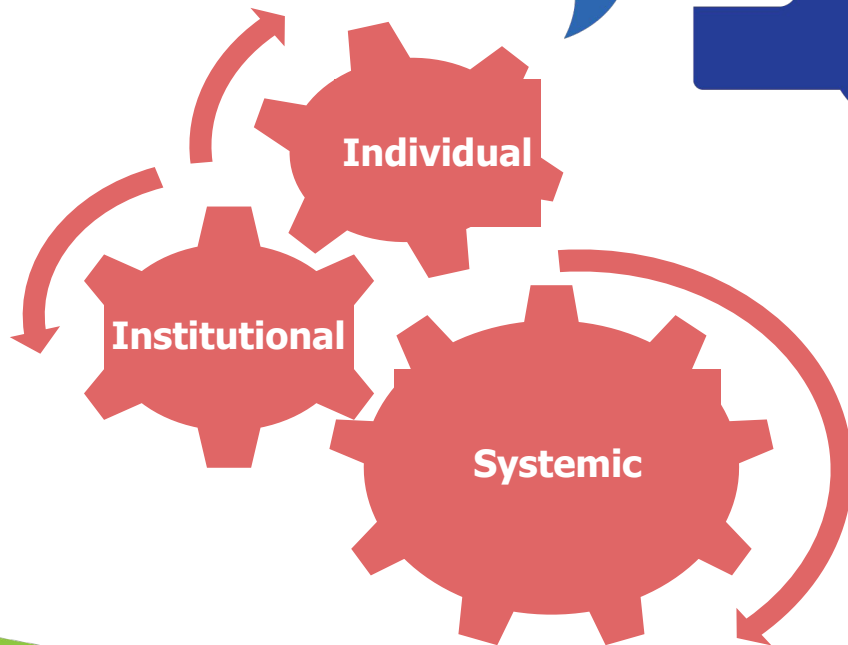
Reflections Break

Turn and talk:

- What has surprised you on how systems have positively and negatively impacted certain groups of students?

min

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Vision: Continuous Improvement

School A:

- ESSA identification - none
- IDEA - LEA Det. - Needs Assistance (ELA and Math achievement)
- IDEA - Dispro - overrepresentation of Black students in SLD

School B:

- ESSA identification - CSI Middle School
- IDEA - LEA Det. - Needs Assistance (Dropout High School)
- IDEA - Dispro - overrepresentation of Hispanic students in out-of-school suspensions



How could continuous improvement guide District work?

Share out -

“linked” planning for school A and
school B

How could continuous improvement
look?



What's Next for My District?

- Continue working with leadership team
- Study the adult practices connected to the highest likely root cause of student outcomes
- Develop practice profile identifying behaviors of teachers and leaders at successful implementation
- Identify improvement plan(s), including timeline of rapid improvement cycles to measure effectiveness of change



Review...you can do it!

Readiness (ongoing)

Teams, Stakeholder Engagement, Vision/Mission

Plan

Data Inquiry, Needs Assessment, Root Cause Analysis, Identify/Select
Evidence-based Improvement Strategies

Do

Implement Plan

Study/Check

Monitor Plan

Act

Adjust Plan



Resource Links

- [WI DPI Continuous Improvement Webpage](#)
- [WISElearn Continuous Improvement Group](#)
- [WI DPI WISEDash Webpage Resources](#)
- [DIJ at a Glance](#)
- [WISEdash 2.0 How-to-Guides](#)
- [DPI Inclusion Resources List](#)

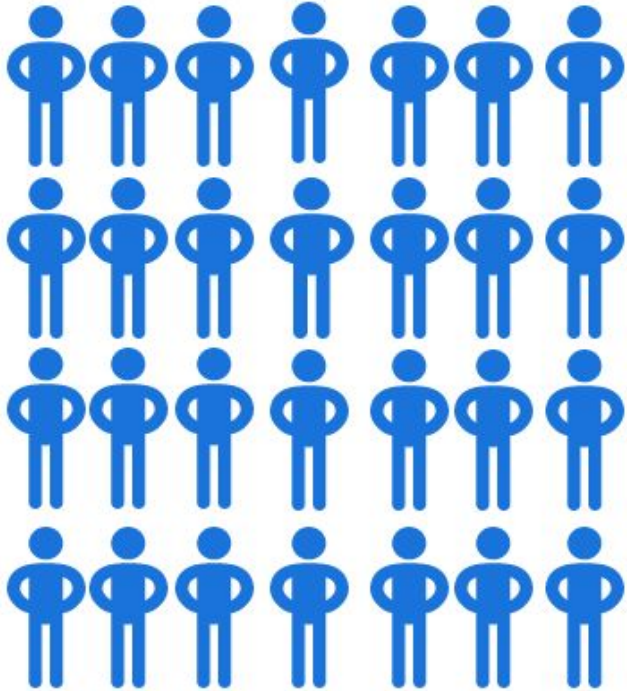


The work is not only about data...

How do you INSPIRE people to do
the work?

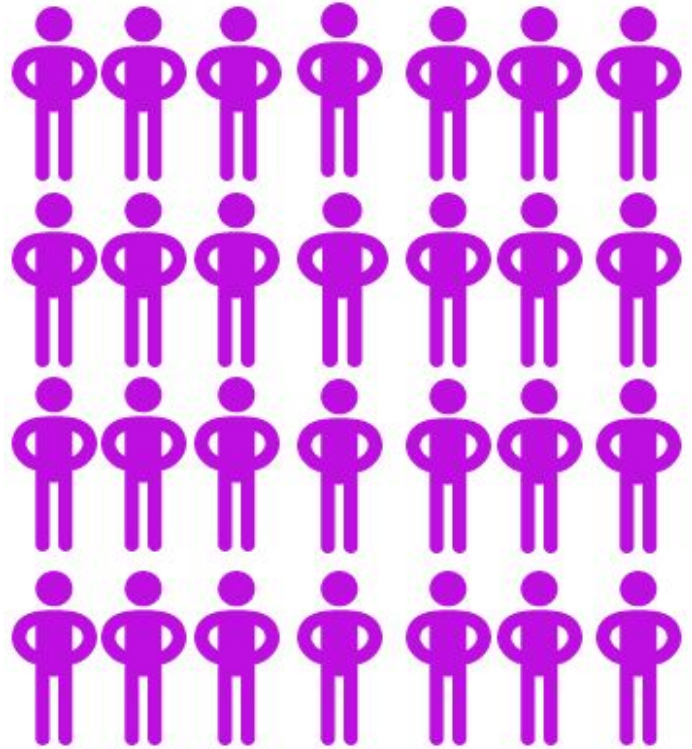


Imagine a classroom...



Where all
students are
proficient...

Where we
access all of
our children's
brilliance...



Finding Samuel

Video intro - Finding Samuel



Animal School - Raising Small Souls

[Animal School video](#)



Questions or Discussion



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